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ABSTRACT

This study explores whether the installation of an electronic theft detection device has an effect on the library user's attitudes about booktheft and examines opinions and attitudes on booktheft motivations and potential solutions to the problem. Basic questions posed by the study are: Do the same pressures exist for the whole user population? Are the most significant variables affecting booktheft internal or external to the library, or both? If both, how do these variables interact? The theoretical framework of the research isolates five major factors possibly contributing to a high rate of booktheft: the library, academic pressure, individual personality, social and psychological pressures, and general criminal framework of theft. This report discusses (1) the development of a questionnaire to explore library users' booktheft attitudes and to obtain background information about library users and the sub-population of book thieves; (2) questionnaire distribution at two comparable academic libraries before and after one installed an electronic booktheft detection device; (3) comparison of library inventory figures before and after that installation; (4) statistical manipulation of survey information; and (5) analysis of results. Appendices include the annotated survey instrument and crosstabulations of significant questions between samples. (Author/JD)

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PRELIMINARY REPORT

ON

BOOK LOSSES IN LIBRARIES

A PILOT OPINION SURVEY

by

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"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

June 1977

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INTRODUCTION

The purpose of this study is to determine the effect of the installation of an electronic theft detection device on the attitudes which library users have about booktheft. The subject of the study is the user of the academic library and the goal is to begin to outline opinions and attitudes about why people steal books and possible solutions to the book theft problem. The study is exploratory rather than a testing of specific hypotheses. General questions posed by the study are: do the same pressures exist for the whole user population, eg., does everyone have class assignments which require the use of a library's limited resources? Are the most significant factors affecting book theft inside or outside the library, or both? If both, how do the factors interact? Of various possible solutions, which is likely to be most effective? More specifically, what do self-admitted book thieves think about book theft, and were there any changes in attitude in users of a library after a theft detection system was installed?

The theoretical framework of the study distinguished five factors (with variables within each factor) which possibly contribute to a high rate of book theft: the library, academic pressure, individual personality, social and psychological pressures, and the general criminal framework of theft.

The library factor included such items as insufficient copies of highly desirable books, circulation restrictions, availability of copy machines, fine rates, and book selection policies. The variables within the academic dimension include academic pressure to succeed, class assignment requirements on a limited collection, and the pressure of scholastic achievement in association with freedom of access to persons who are not permitted to borrow. The factor of individual personality is exemplified by the desire to own. Variables within the social and psychological factor include inadequate personal funds to

purchase desired books, peer group pressure, revolt against large organizations, or a rebellious act to assert individuality. Finally, the general criminal framework of theft includes such considerations as whether or not the behavior is systematic and habitual, or premeditated rather than spontaneous; is the definition of book theft one in which the behavior is not considered as seriously deviant or illegal; and is it the user's opinion that the librarian does not view book theft within the criminal context of such words as "steal", "theft", "deviant".

The basic research plan was: (1) the development of a questionnaire to elicit the library users' attitudes about book theft and to obtain background information about the population of library users (including the sub-population of book thieves). Each group of variables is given equal emphasis in the construction of the questionnaire; i.e., the variables within each factor are tested to determine if any is more important than the other, and each factor is compared to the other factors. (2) the distribution of the questionnaire at two department libraries of about the same size (Commerce and Biological Sciences) both before and after the Commerce Library installed Checkpoint, an electronic book theft detection device. The Commerce library was the experiment library and Biological Sciences the control library. (3) the input of additional information gathered as a result of the two inventories of the Commerce Library, one before and one after the installation of Checkpoint at that library. (4) the coding and keypunching of questionnaire answers for manipulation by canned computer statistics programs. (5) the analysis of the statistical results.

The study began September 1973. The questionnaires were distributed beginning January, 1974. During the course of the study, the researchers advised an undergraduate honors student in the development of a spin-off.

project which has been reported elsewhere. This information is submitted as preliminary findings which are being analyzed, and which will be reported shortly.

METHODOLOGY

Experimental Model

The experimental model used in this study was the Pretest-Posttest Control Group Design (Campbell and Stanley, 1963). This procedure compares the effects of a single experimental event with the non-occurrence of that experimental event, testing before and after that event has occurred. This methodology calls for equivalent (experimental and control) samples chosen randomly. The Sample Description section records how this was achieved for this survey. According to the model, test sessions were run simultaneously at randomized times to equalize external variables not of direct concern.

Sample

Since the model calls for experimental and control groups, major sample divisions were made according to two department libraries in a large University system. The experimental library was the site of the theft detection device installation. For the control situation, the department library chosen was of comparable size and circulation volume, but with no theft detection device. The clientele of each library were multidisciplinary (social sciences in the experimental situation, life sicences in the control situation) but of sufficient physical and subject distance that potential survey respondents would not overlap.

One thousand fifty-eight library patrons comprised the sample. Of this number, 58.9% were in the experimental group (30%, Time I; 27.9%, Time II), and 41.9% were in the control group (21.7%, Time I; 20.2%, Time II). Further analysis evinced representation from 72 departments or colleges of the University. Exmination of status revealed the following sample composition: freshmen, 2.4%; sophomores, 6.4%; juniors, 18.4%; seniors, 37.1%; graduate students, 28.1%; faculty, 1.9%; and other (unspecified) categories, 5.6%. In addition, 73% of the participants were men and 26.7% were women.*

Instrumentation

The questionnaire was chosen as the measuring device for ease in gathering a large amount of data and to facilitate study replication. The prototype questions were drawn from multidisciplinary background readings. These potential items were then grouped into the hypothesized five factors of variables or theft causes supported by the literature. Relevant references (see bibliography) were studied for question construction and arrangement on analysis. Major concerns were the type of information to be obtained and the meaning of individual questions for the potential respondents. The questionnaire was altered to reflect these suggestions.

The pilot survey was presented to 25 library employees who were encouraged to record problems and suggested changes on the instrument. These changes were incorporated and the revised pilot given to the same 25 employees, plus a freshman English class of 20 students. Their recommendations in item wording were added to format changes proposed by the book theft researchers and the resulting instrument distributed to the experimental and control samples in the Time I period. Time II survey distribution used the same instrument, with one modification; an added item at the conclusion queried respondents whether their participation was initial or a repetition of the pretest (Time I).

Questions were of the closed-type with an "other" option, allowing open-ended responses. Question style was primarily forced choice with some multiple options. Items were arranged in sequences with a logical progression, and some questions were designed to be answered in tandem. Nominal level data were gathered for ease in coding and as a deterrent to respondent pattern establishment in answer sequence.

Questionnaires were distributed simultaneously to every library patron in experimental and control libraries at forty-four randomly chosen times for one-week periods in each of two years. The first week of distribution

(Time 1) occurred just prior to the installation of a theft detection device (experimental event). In order to examine the affects of exposure to the device, the second distribution week (Time 2) was scheduled one year after installation and continuous use of the theft detector. Questionnaire return was via the honor system with collection boxes placed strategically in each library.

Methods of Analysis

The researchers compiled a bibliography of current resources on book theft and white collar crime, for comparison with the findings of the present study. In addition, annual profiles of both the experimental and control libraries for both survey years were obtained for further data interpretation.

Members of the research team reviewed questions assigned to each of the hypothesized factors. This information was used to annotate a copy of the survey instrument (see Appendix A).

Questionnaire responses were coded and computer analyzed using the Statistical Package for the Social Sciences (SPSS). Following first computer runs, key-stroke errors falling outside the acceptable responses were corrected where possible and revised computer runs were made for all selected sets of data.

Frequencies were obtained for questions in each of the four samples, and for total responses to questions in the combined four samples. The survey instrument was then annotated with these frequencies to aid the researchers in identifying questions displaying attitudes toward the theft detection device.

Significance Tests

Because of the nominal nature of the data and information desired, the SPSS Crosstabulations Program was employed. By this methodology, the cross-tabulations would display a joing frequency distribution of cases on two or more of the variables. These distributions could then be statistically analyzed

by certain tests of significance such as the chi square (χ^2) statistic.

Crosstabulations were found for all variables between the paired samples and among all samples. In addition, crosstabulations within each sample and the combined samples for Question 28 (Do your friends take books without checking them out?) and Question 35 (Have you ever taken a book without checking it out?) were obtained for selected sets of data. Those items tested by χ^2 and yielding a significance of $p \leq .05$ (where p=probability ratio) were analyzed more extensively according to the SPSS guidelines for cell identification and interpretation. (See Appendix C for the questions which attained this significance level in the analysis.)

Additional Analysis

Since the researchers were interested in library factors perceived by the respondents to influence book theft, those questions labeled as library-related and appearing significant in the acceptable range, $p \leq .05$, were examined in still greater depth. Also, a comparison was made of the attitudes among thieves and non-thieves regarding the reasons behind the book stealing act; the most effective counter activities; and changes in the attitudes after the installation of Checkpoint.

In addition, rankings by selected questions were prepared for analyses by the research team: library factors causing book theft (Question 19); perceptions (Question 8); social factors causing book theft (Question 21); school factors causing book theft (Question 25); librarians' statements about book theft (Question 26); objective factors (Question 27); subjective factors (Question 34); general attitudes about book loss (Question 38); methods effective in stopping book theft (Question 42); potential solutions (Question 43).

* Any percentage discrepancies (i.e. not always totalling exactly 100) may be explained by figure roundings and missing sample responses for particular questions.

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APPENDIX A

Annotated Survey Instrument

THE OHIO STATE UNIVERSITY LIBRARIES
Circulation Desk, Main Library
1858 Neil Avenue Mall

BOOK LOSSES IN LIBRARIES - A PILOT OPINION SURVEY
WINTER QUARTER, 1974

Please don't put your name on this paper. The results of the survey will be used for statistical purposes only. You may return this questionnaire to the surveyor, the desk in the Biological Sciences Library, or the desk in any other Departmental Library, or the Circulation Desk, Main Library.

1. Name of College or Department _____

TOTAL	COM '74	BOS '74	COM '75	BOS '75	College or Department Code Numbers
132	17	49	30	36	01= College of Arts and Sciences
302	151	0	149	2	02= College of Administrative Science
14	6	2	4	2	03= Graduate School (College)
24	9	7	5	3	04= Division of Continuing Education (College)
22	7	5	4	6	05= Non-OSU Student or other, alumni
46	4	20	7	15	06= College of Agriculture
5	3	0	2	0	07= College of Engineering
7	6	0	1	0	08= Department of Sociology
11	5	1	5	0	09= Department of Accounting
2	1	0	1	0	10= Department of Management Science
22	15	0	7	0	11= Department of Economics
14	9	1	4	0	12= Department of Geography
2	2	0	0	0	13= Department of Finance
2	1	0	1	0	14= Department of Indus. & Sys. Engr.
6	1	1	4	0	15= Department of History
9	6	0	3	0	16= Division of Public Administration
4	1	3	0	0	17= Department of Chemistry
10	10	0	0	0	20= Department of Chemical Engineering
7	5	0	2	0	21= Department of Political Science
6	4	0	2	0	22= Department of Psychology
9	3	0	6	0	23= Commerce Library
22	9	1	12	0	25= School of Home Economics
1	1	0	0	0	26= Dept of Early and Mid. Ch. Educ.
5	2	0	3	0	27= Dept. of Agricultural Econ and Rural Soc.
10	6	1	2	1	28= College of Education
39	15	4	11	9	29= University College
3	2	0	1	0	31= Department of City & Regional Planning
2	1	0	1	0	32= Department of Educational Dvlpt
1	1	0	0	0	33= Department of Ceramics Engineering
6	2	0	2	2	34= School of Journalism
19	0	12	0	7	35= Department of Microbiology
53	2	14	5	32	36= School of Natural Resources
22	0	11	0	11	37= Department of Botany
69	0	36	1	32	38= Department of Zoology
1	0	1	0	0	39= Department of Physiological Chemistry
6	0	3	0	3	40= Department of Genetics
6	0	3	0	3	41= Department of Agronomy
20	0	16	0	4	42= College of Biological Science
3	0	1	0	2	43= Division of Landscape Horticulture
17	0	5	2	10	44= Department of Entomology
1	1	0	0	0	45= "Medical"
7	0	5	0	2	46= Department of Plant Pathology

TOTAL	COM '74	BOS '74	COM '75	BOS '75	COLLEGE OR DEPARTMENT CODE NUMBERS
8	0	4	0	4	47= Division of Biology
8	1	4	1	2	48= Department of Horticulture
4	0	1	0	3	49= Department of Agricultural Education
4	2	1	0	1	50= School of Social Work
4	0	1	1	2	51= Division of Dental Hygiene
7	0	5	1	1	52= School of Allied Medical Professions
2	0	1	0	1	53= Department of Biophysics
2	0	1	0	1	54= Department of Animal Science
1	0	1	0	0	55= Department of Poultry
2	1	1	0	0	56= Department of Physics
2	0	2	0	0	57= Department of Dairy Science
1	1	0	0	0	58= Department of Civil Engineering
2	1	0	1	0	59= Division of Physical Education
2	0	1	1	0	60= Department of Sci-Math Education
1	1	0	0	0	61= College of Dentistry
1	0	1	0	0	62= Department of Dance
4	0	1	1	2	63= Department of Anthropology
2	1	0	1	0	64= College of Law
2	0	1	0	1	65= School of Nursing
2	1	0	1	0	66= Div. of Hospital and Health Services Adm.
3	1	0	2	0	67= Department of Computer and Info Science
1	0	0	0	1	68= Inst. of Polar Studies
4	0	0	0	4	69= College of Pharmacy
1	0	0	0	1	70= Physiology
1	0	0	0	1	71= Botany and Zoology
1	0	0	0	1	72= Geology
1	0	0	0	1	73= Developmental Biology
1	0	0	0	1	74= Pathology
1	0	0	0	1	75= Biosciences Library
3	0	0	0	3	76= Environmental Biology
1047	318	228	287	214	

Responses to the following questions indicate the factors, number of respondents (N) checking answers, and the per cent (%) of total respondents. The factors

A = Academic factors
C = Criminal factors
D = Demographic information
I = Individual, personal factors
L = Library factors
S = Social factors
T = Test question

FACTOR	N	(%)	
			2. Please check status:
D	25	(2.4)	a. Freshman
D	68	(6.4)	b. Sophomore
D	195	(18.4)	c. Junior
D	393	(37.1)	d. Senior
D	297	(28.1)	e. Graduate School
D	20	(1.9)	f. Faculty
D	59	(5.6)	g. Other; please specify
			3. Sex:
D	772	(73.0)	a. Male
D	283	(26.7)	b. Female
			4. About how many times do you use the library:
D	15	(1.4)	a. Never
D	351	(33.2)	b. 1 per week
D	92	(8.7)	c. 1 per month
D	197	(18.6	d. Other; please specify
D	389	(36.8)	e. More than 1 per week
			5. Have you had assignments which directed you to use the library:
A	919	(86.9)	a. Yes
A	127	(12.0)	b. No
			6. If you have had such assignments, did they:
A	305	(28.8)	a. Have a reading list with books from the library included?
A	109	(10.3)	b. Have no reading list and left the choice of books to you.
A	502	(47.4)	c. Both
			7. Does the library collection have enough books and magazines to complete class assignments?
L	640	(60.5)	a. Yes
L	182	(17.2)	b. No
L	161	(15.2)	c. Undecided
			8. Please check any of the following which are true:
L	97	(9.2)	a. Books do not circulate for a long enough time
L	15	(1.4)	b. Cannot borrow enough books at a single time
L	23	(2.2)	c. Cannot renew books
L	19	(1.8)	d. Can only renew books one time
L	163	(15.4)	e. Cannot check out magazines
L	275	(26.0)	f. Books which are needed do not circulate
L	136	(12.9)	g. Other; please specify

FACTOR	N	(%)	
			9. What is the main use you make of the library?
D	10	(0.9)	a. Leisure reading books
D	162	(15.3)	b. Class assignment books
D	178	(16.8)	c. Study hall
D	604	(57.1)	d. All/more than 1 of the above
D	101	(9.5)	e. Other; please specify
			10. How many books do you check out of the library?
D	250	(23.6)	a. None
D	254	(24.0)	b. 1 per week
D	337	(31.9)	c. 1 per month
D	207	(19.6)	d. Other; please specify
			11. Do you use any other libraries?
D	798	(75.4)	a. Yes
D	252	(23.8)	b. No
			12. If yes, what sort of library was it?
D	177	(16.7)	a. Public Library
D	449	(42.4)	b. Other College/University Library
D	28	(2.6)	c. Other; please specify
D	135	(12.8)	d. Both a and b above
			13. Please check any of the following books which you have read:
T	435	(41.1)	a. Jonathan Livingston Seagull
T	25	(2.4)	b. Return of Atlantis
T	65	(6.1)	c. Go Ask Alice
T	5	(0.5)	d. The Goat-Footed God
T	199	(18.8)	e. Body Language
			14. Does the library have photocopying machines for public use?
L	998	(94.3)	a. Yes
L	13	(1.2)	b. No
L	38	(3.6)	c. Don't know
			14a. If the library does have photocopying machines, please check any of the following which are true:
L	318	(30.1)	a. The machines are not kept in good repair
L	324	(30.6)	b. Too expensive to copy long articles
L	392	(37.1)	c. The quality of the reproductions is bad
L	127	(12.0)	d. Other: please specify

FACTOR	N	(%)	
			15. Does the library have a formal or written policy stating disciplinary measures and penalties for those who take books?
L/C	406	(38.4)	a. Yes
L/C	78	7.4	b. No
L/C	561	(53.0)	c. Don't know
			16. Do you think that book losses are a serious problem in your library?
L/C	637	(60.2)	a. Yes
L/C	56	(5.3)	b. No
L/C	359	(33.9)	c. Don't know
			17. What is the worst result of the loss of library materials which have not been properly checked out:
S/L/C	52	(4.9)	a. Loss in terms of money
S/L/C	826	(78.1)	b. Depriving other borrowers of the use of material
S/L/C	18	(1.7)	c. Other; please specify
S/L/C	143	(13.5)	d. More than 1 above
			18a. Do you think that removing a book from the library without having it properly checked out violates any moral code or standard?
S/C	430	(87.9)	a. Yes
S/C	51	(4.8)	b. No
S/C	66	(6.2)	c. Undecided
			18b. Would you define the act as illegal?
C	836	(79.0)	a. Yes
C	114	(10.8)	b. No
C	97	(9.2)	c. Undecided
			18c. Is it a form of larceny for which a person could be prosecuted? Larceny is defined as "the unlawful taking away of another's property without his consent and with the intention of depriving him of it"?
C	729	(68.9)	a. Yes
C	146	(13.8)	b. No
C	166	(15.7)	c. Undecided
			19. There may be many factors in the library which cause a person to take books without properly checking them out. Please check any of the following which are true:
L	540	(51.0)	a. Not enough copies in high demand
L	436	(41.2)	b. Circulation restrictions
L	154	(14.6)	c. No photocopy machines available
L	42	(4.0)	d. Not enough books in a really interesting area such as astrology
L	43	(4.1)	e. Library policies are formulated for librarians,

FACTOR	N	(%)	
			not for students
L	99	(9.4)	f. The fine rates are too high
L	75	(7.1)	g. It takes too long to check out books
L	77	(7.3)	h. Don't know how to check out a book
L	194	(18.3)	i. Other
			20. Please estimate how many books are taken each year without being checked out properly:
L/C/T	424	(40.1)	a. 1 out of 100
L/C/T	539	(50.9)	b. 15 out of 100
L/C/T	33	(3.1)	c. Other
			21. There may be many social factors which cause a person to take books without properly checking them out. Check any of the following which are true:
S	475	(44.9)	a. Not enough money to buy desired books
S	77	(7.3)	b. Take books to be part of group or to gain status
S	194	(18.3)	c. It is OK to take books since they are public property and belong to everyone
S/I	235	(22.2)	d. It is a challenge
S	221	(20.9)	e. Other: please specify
			22. Please estimate about how much the average book costs:
L/C/T	100	(9.5)	a. $3.00
L/C/T	881	(83.3)	b. $15.00
L/C/T	40	(3.8)	c. Other
			23. There may be factors about the library which cause a person to take books without checking them out properly. Please check any of the following which are true:
A	765	(72.3)	a. Teachers give assignments which require everyone to use the same material
A	353	(33.4)	b. Pressure to get good grades
A/S	68	(6.4)	c. School is a drag and taking books is a form of rebellion
A/S	49	(4.6)	d. Rules are designed for school administration, not for students
	90	(8.5)	e. Other: please specify
			24. Please estimate about how much it costs the library to process a replacement copy of a book which has been taken:
L/C	215	(20.3)	a. $2.00
L/C	783	(74.0)	b. $12.00
L/C	22	(2.1)	c. Other

FACTOR	N	(%)	
			25. There may be factors in an individual's make-up which cause him/her to take books without properly charging them out. Check any of the following which are true:
I	317	(30.0)	a. Wants to own the book itself rather than the information in it
I	518	(49.0)	b. Wants to add books to personal collection
I	720	(68.1)	c. Wants to have books handy for future reference
S	134	(12.7)	d. Form of rebellion
S	42	(4.0)	e. Thinks it will help him/her to be part of the group
S	326	(30.8)	f. Does not think it is a wrong kind of behavior
S	113	(10.7)	g. Parents want good grades and taking the books helps to accomplish that
	71	(6.7)	h. Other: please specify
			26. Which of the following statements do you think your librarian would make about books which are taken without being properly checked out?
L/C	24	(2.3)	a. It is not a serious problem. People take the books, but always return them eventually
A	120	(11.3)	b. If students do take books it is the fault of their teachers who give everyone the same assignment and do not check to see if the library has enough books to go around
L/C	903	(85.3)	c. This is a very serious problem. It is dishonest to take books and deprives everyone of their use
L	422	(39.9)	d. I would like to buy more copies of popular books, but the library budget is not large enough
	16	(1.5)	e. Other
			27 Please check one of the following to indicate which is the most likely reason for students to take books without properly charging them out:
L	488	(46.1)	a. Library factors: for example, not enough books in high demand or circulation restrictions
S	57	(5.4)	b. Social factors; for example, a challenge or to gain status
A	326	(30.8)	c. School factors: for example, class assignments or academic pressure
I	444	(42.0)	d. Individual make-up: for example, wants to own books or have them for future reference
	41	(3.9)	e. Other please specify

FACTOR	N	(%)	
			28. Do any of your friends take books without properly checking them out?
D	194	(18.3)	a. Yes
D	287	(27.1)	b. No
D	558	(52.7)	c. Don't know
			29. If they do take books, what sort of books are taken?
D	109	(10.3)	a. Reference Book
D	69	(6.5)	b. Reserve Book
D	70	(6.6)	c. General Circulating Book
D	30	(2.8)	d. Recreational Reading
D	5	(0.5)	e. Other; please specify
			30. Are the books returned eventually?
D	85	(8.0)	a. Yes
D	27	(2.6)	b. No
D	72	(6.8)	c. Sometimes
D	10	(0.9)	d. Don't know
			31. Do you think students continue to take books without checking them out properly once they have started?
I/C	648	(61.2)	a. Yes
I/C	42	(4.0)	b. No
I/C	319	(30.2)	c. Don't know
			32. If you were in the library and observed a fellow student leaving with a book which you knew was not checked out, would you report that fact to the librarian?
C	296	(28.0)	a. Yes
C	366	(34.6)	b. No
C	371	(35.1)	c. Don't know
			33. Would you approach the person and remind him/her to check out the book?
I/C/S	297	(28.1)	a. Yes
I/C/S	423	(40.0)	b. No
I/C/S	318	(30.1)	c. Don't know
			34. If you were going to take a book without properly checking it out, which of the following would be the most likely cause?
L	444	(42.0)	a. Library factors: for example, not enough copies of books in high demand or circulation restrictions

FACTOR	N	(%)	
S	15	(1.4)	b. Social factors; for example, a challenge or to gain status
I	231	(21.8)	c. Individual make-up; for example, wants to own books or have them for future reference
A	333	(31.5)	d. School factors: for example, class assignments or academic pressure
	105	(9.9)	e. Other; please specify
			35. Have you ever taken a book from a library without checking it out properly?
D	237	(22.4)	a. Yes
D	803	(75.9)	b. No
			36. Did you eventually return it to the library?
D	190	(18.0)	a. Yes
D	34	(3.2)	b. No
D	6	(0.6)	c. Don't know
			37. What sort of book(s) was it? (Check any which apply)
D	105	(9.9)	a. Reference Book
D	40	(3.8)	b. Reserve Book
D	94	(8.9)	c. General Circulating Book
D	32	(3.0)	d. Recreational Reading
D	22	(2.1)	e. Other: please specify
			38. People in general may have certain attitudes about book loss which could be important in stopping the taking of books which have not been properly checked out. Please check any of the following which are true:
S/C	599	(56.6)	a. A student who takes books does not think that the behavior is abnormal
S/C	507	(47.9)	b. A student who takes books does not think that the behavior is illegal
S/C	143	(13.5)	c. The librarian does not speak of book loss in terms such as dishonesty or theft
S/C	486	(45.9)	d. The student's friends do not speak of book loss in terms such as dishonesty or theft
S/C	385	(36.4)	e. The student's friends do not think that the behavior is abnormal
S/C	342	(32.3)	f. A student who takes books does not feel there is anything particularly wrong since public officials in government and big business gain large sums through illegal means
	86	(8.1)	g. Other: please specify

FACTOR	N	(%)	
			39. Is it desirable to attempt to identify and stop a student who takes books from the library without checking them out properly:
C	768	(74.3)	a. Yes
C	100	(9.5)	b. No
C	120	(11.3)	c. Don't know
C	21	(2.0)	d. Other
			40. Should such students be punished in any way?
C	604	(57.1)	a. Yes
C	96	(9.1)	b. No
C	285	(26.9)	c. Undecided
C	51	(4.8)	d. Other; please specify
			41. Would there be less book loss if penalties were heavier?
C	427	(40.4)	a. Yes
C	327	(30.9)	b. No
C	283	(26.7)	c. Undecided
			41a. Would there be less book loss if students knew there was stricter surveillance over books leaving the library?
C	846	(80.0)	a. Yes
C	78	(7.4)	b. No
C	114	(10.8)	c. Don't know
			42. Please check one of the following methods which would be most effective in stopping a person from taking books which are not properly checked out from the library.
L	165	(15.6)	a. Publicity campaigns
L	284	(26.8)	b. Exit guards
L	58	(5.5)	c. Student body honor system
L	199	(18.8)	d. Charging desk at entrance to provide visual control
L	679	(64.2)	e. An electronic system that would give an alarm if anyone tried to leave without properly checking out a book
	58	(5.5)	f. Other; please specify
			43. How might the book loss problem be solved?
A	120	(11.3)	a. Change the school pressures
L	260	(24.6)	b. Change the library policies
C	347	(32.8)	c. Publicize the fact that it iwas wrong and illegal to take books
C	579	(54.7)	d. Identify and stop those people who do it
	107	(10.1)	e. Other: please specify

FACTOR	N	(%)	
			44. Librarians have proposed two ways they could handle the book problem. Please check which one you think would work best:
L	578	(54.6)	a. Concentrate on preventing books from being taken
L	342	(32.3)	b. Use loss as an indicator of areas in which the library needs to improve its service
L	78	(7.4)	c. Both
	7	(0.7)	d. Other
			45. Have you filled out this questionnaire before?
D	31	(2.9)	a. Yes
D	468	(44.2)	b. No

APPENDIX B

Significant Questions on

Booktheft Questionnaire

when Crosstabulated between Samples

QUESTION	SAMPLE 1X2	SAMPLE 1X3	SAMPLE 2X4	SAMPLE 3X4	SAMPLES 1X2X3X4
001	0.0			0.0	0.0
2	.0206				.0474
4		0.0	.0000	.0022	0.0
7	.0051				
8E				.0320	.0281
8F				.0339	.0309
11	.0021			.0171	.0010
12		.0533*			
13A				.0256	
13B		.0553*			
14AA	.0017	.0000	.0012		.0000
14AB		.0149	.0519*		.0141
14AC	.0004	.0000	.0000	.0453	.0000
16		.0300	.0344	.0003	.0022
17		.0387			.0385
19C	.0027	.0007			.0008
19E		.0298			
19I	.0483				.0463
20		.0150		.0206	.0366
21E		.0272		---	.0010
22		.0001			.0010
23E				.0577*	
26C		.0530*		.0108	.0359
27C		.0335			
29B					.0319
29C	.0259				
29D	.0068				.0020
32			.0238	.0015	.0096
33				.0002	.0027
34A		.0568	.0449		.0183
34E			.0481	.0002	.0008

QUESTION	SAMPLE 1X2	SAMPLE 1X3	SAMPLE 2X4	SAMPLE 3X4	SAMPLE 1X2X3X4
38B	.0365	.0183		.0289	.0581*
38C				.0166	.0411
38E					.0513*
38G	.0354			.0182	.0205
41		.0258		.0384	.0040
41A		.0004			.0000
42A		.0002	.0267	.0034	.0001
42B		.0030		.0000	0.0
42D	.0088	.0000	.0002	.0576*	.0449
42E		.0091			.0100
42F		.0054			
43A					

APPENDIX C

Significant Questions on

Booktheft Questionnaire when

Crosstabulated with Questions 28 and 35

QUESTION	Sample 1		Sample 2		Sample 3		Sample 4		ALL	
	Q.28	Q.35	Q.28	Q.35	Q.28	Q.35	Q.28	Q.35	Q.28	Q.35
2				.0004						
3				.0506*						
7		.0315								
8A	.0209		.0020							
8F			.0448							.0419
8G						.0247				.0002
10						.0048		.0193		
11				.0541*						
12							.0108			
13A	.0296		.0264						.0404	
13B										
14				.0286						
14AA			.0009				.0507*	.0582*	.0003	.0273
14AC	.0128						.0096			
15								.0401		
16	.0037				.0260	.0023			.0014	.0050
17	.0028								.0065	
18A	.0304	.0009				.0284	.0027	.0000	.0000	.0000
18B	.0535*	.0000		.0272		.0028			.0025	.0000
18C	.0093	.0141		.0254				.0063	.0023	.0000
19A	.0150				.0260				.0464	
19B	.0328	.0008				.0001		.0406		.0000
19C	.0500									.0071
19D		.0162								
19E								.0011		.0042
19F			.0071	.0358					.0009	.0516*
19G					.0002					.0229
20	.0008								.0032	
21D		.0582*								.0214
22				.0047	.0138					.0234
23A					.0260					
23D				.0001			.0448			
23E				.0546*			.0008			
24						.0166				.0051

QUESTION	Sample 1		Sample 2		Sample 3		Sample 4		ALL	
	Q.28	Q.35	Q.28	Q.35	Q.28	Q.35	Q.28	Q.35	Q.28	Q.35
25B										.0260
25C									.0126	
25D	.0203		.0577*		.0089					
25F						.0409				.0395
26A	.0143		.0049	.0548*						.0082
26D						.0489				
26 other	.0340								.0166	
27A									.0143	
27B	.0527*				.0481				.0053	
27D	.0433									
28	0.0	.0000	0.0	.0000	0.0	.0000	0.0	.0000	0.0	.0000
29A										.0039
30										0112
31			.0449			.0119		.0257	.0002	.0007
32	.0000	.0004	.0102	.0256			.0000	.0003	.0000	.0000
33	.0001	.0029					.0121	.0001	.0001	.0000
34A	.0151	.0046							.0315	
34E	.0109									
35	.0000	0.0	.0000	0.0	.0000	0.0	.0000	0.0	0.0	0.0
37A									.0268	
37B	.0153								.0223	
37C			.0398							
38A									.0503*	
38B					.0509*					
38E					.0008		.0499		.0001	
38G						.0499				
39		.0055		.0048	.0072				.0503*	.0007
40		.0294	.0327	.0149			.0205		.0004	.0001
41				.0397					.0030	.0022
41A				.0238					.0079	.0508*
42A	.0240								.0405	
42C				.0456						
42E	.0281									.0214
42				.0310						